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GOVERNMENT NOTICE

DEPARTMENT OF BASIC EDUCATION**No. 484****6 June 2011****SC009: STANDARD FOR DATA CODING**

I, Angelina Matsie "Angie" Motshekga, Minister of Basic Education, after consultation with the Council of Education Ministers and in terms of section 3(4)(a) of the National Education Policy Act, 1996 (Act No. 27 of 1996), as read with section 59 of the South African Schools Act, 1996 (Act No. 84 of 1996) amend the Education Information Policy as read with paragraph 62 of the Education Information Policy published in Government Gazette No. 26710 of 27 August 2004, amended 6 August 2010, gazette 33426, hereby publish the standard SC008: Data Quality Standard for Surveys as set out in the schedule.


MRS ANGIE MOTSHEKGA, MP
MINISTER
DATE: 25 February 2011

SCHEDULE

SOUTH AFRICAN EDUCATION INFORMATION STANDARDS

SC009

Standard for Data Coding

December 2009



basic education

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1. Purpose of the standard

The purpose of this Standard is to specify the rules for the development of data codes to be used in the design of data capture tools and instruments for the capturing and consolidation of education data sets. Standard data code lists allow data values from different education data sets to be mapped into a common set of values, in order to ensure consistency of data exchange and reporting across systems. The use of standardised data codes and standard data tables improves the quality and the interoperability of data by increasing data compatibility between data sets and systems.

2. Scope and applicability of this Standard

This Standard applies to the development of data codes, so as to be used to enumerate list values in the design of any data capture instrument, whether paper-based or electronic, for an education data set. The Standard also specifies the key tables to be used in education survey data sets. The appendix is published quarterly and includes a list of the approved data codes that are used to enumerate the list values used in education data sets.

3. Standard for data coding

3.1. Standard for defining data codes

Data codes are used for enumerating the values of classifications that are used in education data sets. Data codes are used extensively in the EMIS surveys and in all electronic education systems. The following rules must be applied when defining new data code lists:

- a) The sequence of codes must be irrelevant.
- b) The codes must not be overloaded with meaning and the only intelligence that may be embedded in a code is error detection and possibly error correction.
- c) Codes may never be reused and cannot be changed.
- d) Codes must be hidden from the user in all electronic systems. The user must only be presented with the descriptions of the codes from which to select an option.

- e) Where codes need to be used on hard-copy survey forms to save space, all codes must be fully enumerated on all the survey forms.
- f) New and temporary codes may only be released by the Education Information Officer of the national Department of Basic Education.

3.2. Standard for the capturing of data codes

The following rules apply to the capturing of data codes into electronic systems:

- a) Each data field that requires a coded answer must be restricted to the authorised code values only.
- b) The electronic data capture tool must not allow code values outside of the required range to be captured.
- c) Yes and no (true/false) data fields must be encoded and must not use 0 as a default answer for either 'Yes' or 'No' (true/false).

3.3. Standard for the coding of invalid, null and zero values during the data capturing process

3.3.1. The Standard makes provision for a distinction between a zero value, an incorrect value and a null value (no response) in the data sets, based on the following rules:

No answer

- a) If the user or respondent fails to enter a value into an answer cell (for all data types) in a flat structure, then an empty string or null value must be captured for that record or data row, so as to indicate a null response to the question.
- b) If the user or respondent fails to enter a value into an answer cell in a normalised structure (such as a grid), then no record or row must be captured.

Zero answer

- c) If the user or respondent enters a zero (0) value into a numeric answer cell in a flat structure, then a zero (0) must be captured for that record or data row.

- d) If the user or respondent enters a zero into an answer cell in a normalised structure (such as a grid), then the record or row must be captured with a zero (0) answer.

Invalid answer

- e) If the user or respondent enters a zero (0) value into a text or date answer cell in a flat structure, then a zero (0) must be captured for that record or data row, indicating an invalid response.
- f) If the user or respondent enters a code value that falls outside the code range for a range answer cell, then a zero (0) must be captured, indicating an out-of-range error or invalid response.
- g) Answers, such as 'Not applicable' and 'Other' must be included in the code range if they constitute a valid answer.

Not applicable

- h) If the option, 'Not applicable', is a valid response, then this should be coded as a list value and should form part of the valid code range.

Other

- i) If the option, 'Other', is a valid response, then this should be coded as a list value and should form part of the valid code range.

3.3.2. The following symbols may also be used to indicate the difference between a zero value and incorrect/missing data in text answer fields:

- n: Quantity nil/zero
- m: Data missing (not answered)
- a: Not applicable
- x: Invalid response

3.4. Standard for the naming of data tables and fields in a data set

The following conventions must be used in the data sets:

- a) Names of fields and tables should be descriptive of the entity or attribute.
- b) Any table containing list code values must start with the prefix '*lst_*'.
- c) Any table containing data values must start with the prefix '*tbl_*'.
- d) Multiple occurrences of the same field must inherit an occurrence number, .e.g. *CellNumber_1*, *CellNumber_2*.

4. Standard for the core tables used in EMIS survey data sets

The requirements for conducting EMIS surveys were set out in the *Government Gazette*, No. 29757 of April 2007.

The requirements listed below, specify the standard for the core tables to be included in each of the surveys specified in the above-mentioned *Government Gazette*.

4.1. Standard for the general information table of an institution

The same core fields must be used for the general information table of every survey data set, in order to ensure consistency across the different data sets in the identification and description of educational institutions.

4.1.1. The minimum core fields, which must be used in each survey for the identification of the institution, are the following:

| Field | Data type | Description |
|----------------------|--------------------|---|
| National EMIS number | Numeric (9 digits) | National EMIS number of the institution. |
| Name of institution | Text (200) | The official name of the institution. |
| Province code | Numeric (1 digit) | The official numeric code for the province. (This is a code value that is linked to the list values for the allowed provincial code values.) |
| District/Region | Text (100) | The official name of the district or region. |

4.1.2. The physical address fields for the institution must be included in all annual survey data sets and must always be in the following format on all forms where they are used:

| Field | Data type | Description |
|---------------|------------|--|
| Street number | Text(10) | Physical address: Full street number, including prefixes (e.g. A20), suffixes (e.g. 33C) and ranges (e.g. 18 – 20). |
| Street name | Text (100) | Physical address: Street name, including type (e.g. Road, Avenue); modifier (e.g. Extension); and directional (e.g. North, East), but excluding number. The draft South African Address Standard, SANS 1883, caters for seven non-postal types of addresses, viz. building address, farm address, informal address, intersection address, landmark address, site address and street address. This field may be used to carry the relevant data for these other types of addresses. |
| Town/City | Text (100) | Physical address: Name of town or city. |
| Country | Text (100) | Physical address: Country. |
| Postal code | Text (20) | Physical address: Postal or zip code. |

4.1.3. The postal address fields for the institution must be included in all annual survey data sets and must always be in the following format on all the forms where they are being used:

| Field | Data type | Description |
|---------------------|------------|---|
| Postal elements | Text (200) | SANS 1883 and the South African Post Office have five postal address types, four of which are relevant here: box/bag address, site address, street address and village address (the other is Post Restante). This field contains the one or two lines that appear above the Post Office name: <ul style="list-style-type: none"> • Box or bag number. • Mail delivery agent identifier (e.g. PostNet suite number; bag number). • Address number; section identifier or cadastral reference. • Building unit identifier and/or street number; street identifier. • SAPO village house number; SAPO village name. |
| Post Office | Text (100) | Postal address: Name of Post Office |
| Country | Text (100) | Postal address: Country |
| Mailing postal code | Text (100) | Postal address: Postal code |

4.1.4. The contact data fields for the institution must be included in all annual survey data sets and must always be in the following format on all forms where they are being used:

| Field | Data type | Description |
|------------------|------------------|--|
| Telephone number | Text (20) | The full 10-digit number, including the area code for local numbers. The field must also allow for party line numbers and international numbers. |
| Facsimile number | Text (20) | The full number, including the area code. This field must also allow for fax-to-cellphone numbers and international numbers. |
| Cell number | Text (20) | The full 13-digit cellphone number. This field must also allow for international numbers. |
| E-mail address | Text (150) | The full e-mail address. |

Multiple occurrences of the same field must inherit an occurrence number, e.g. *CellNumber_1*, *CellNumber_2*.

4.2. Standard for the master enrolment tables of each survey data set

Each survey data set must contain master enrolment tables that are used to control the totals of all other survey tables within the data set. The two main master tables are the learner/student-enrolment master table and the staff-count master table.

4.2.1. Standard for the learner/student-enrolment master table

This table must capture the numbers of all learners/students enrolled at the institution, according to grade and gender, using the following specifications:

| Field | Data type | Description |
|----------------------|--------------------|---|
| National EMIS number | Numeric (9 digits) | National EMIS number of the institution. |
| Data year | Numeric (4 digits) | The relevant survey year. |
| Grade code | Numeric (2 digits) | The official numeric code for the relevant grade. (This is a code value that is linked to the list values for the allowed grades or level values.) |
| Gender code | Numeric (1 digit) | The official numeric code for the relevant gender. (This is a code value that is linked to the list values for the allowed gender values.) |
| Quantity | Numeric | This is the answer or value entered into the cell that represents the number of learners, based on the variables of grade and gender. |

4.2.2. Standard for the staff-count master table

This table must capture the numbers of all members of staff employed at the institution, using the following specifications:

| Field | Data type | Description |
|----------------------|--------------------|--|
| National EMIS number | Numeric (9 digits) | National EMIS number of the institution. |
| Data year | Numeric (4 digits) | The relevant survey year. |
| Remuneration code | Number (1 digit) | The official numeric code for the relevant remuneration type. (This is a code value that is linked to the list values for the allowed remuneration values, such as state or SGB employees.) |
| Staff type code | Number (2 digits) | This is a code value that is linked to the list |

| | | |
|----------------------------|-------------------|--|
| | | values for the allowed staff type values, such as educator, support staff, administrative staff. |
| Duration code | Number (2 digits) | This is a code value that is linked to the list values for the allowed duration values, such as full-time or part-time. |
| Nature of appointment code | Number (2 digits) | This is a code value that is linked to the list values for the allowed nature of appointment values, such as permanent, temporary, substitute. |
| Gender code | Number (1 digit) | This is a code value that is linked to the list values for the allowed gender values. |
| Quantity | Number | This is the answer or value entered into the cell, representing the number of staff members in the category, based on the above variables. |

4.3. Standard for the core information tables of each annual survey data set

- a) Each annual survey data set must contain the following core data tables for data collection:
- i) Learner/Student data table, according to age, grade and gender.
 - ii) Learner/Student data table, according to population group, grade and gender.
 - iii) Learner/Student data table, according to home language, grade and gender.
 - iv) Learner/Student data table, according to language of instruction, grade and gender.
- b) The totals in these core tables must balance with the totals in the master enrolment table.
- c) Each annual survey data set must contain a table that collects the number of learners/students per grade, and the gender of learners who experience barriers to learning, per barrier description.

5. Standard code lists

The following standards apply to the use of common code lists for education data sets:

- a) Only the national Department of Basic Education may create new standard code lists for Basic Education.

- b) Any user of education data, who requires a new code to be generated, must apply to the relevant section of the national Department of Basic Education to generate the code.
- c) All code lists must be approved by the Education Information Officer of the National Department of Basic Education, before they may be released for use.
- d) All code lists in use by the Department of Basic Education must be lodged with the Education Information Officer.
- e) All code lists can be obtained from the Education Information Officer.
- f) The Education Information Officer will release quarterly updates of the code lists as per the attached Appendix. The quarterly code lists will be published on the Department of Basic Education's website.
- g) Each code list will contain the date of release and the version number of the code list.
- h) The layout of all published code list tables must be as follows:

| Field name | Description |
|-------------|----------------------------|
| Code | The value of the code. |
| Description | A description of the code. |

- i) The name of the code list table must start with the prefix '*lst_*' and indicate the code type, such as '*lst_grades*' (code list table enumerating the school grades).

6. APPENDIX: CODE LISTS MOST COMMONLY USED IN EMIS SURVEYS AND DATA SETS

Release date: December 2009

Version 1.0

Note: There are several code lists defined outside of the EMIS surveys and data sets, which are in use in education systems. Some of these code lists are very extensive and to repeat them in this Appendix would be redundant and would increase the risk of conflicting standards. An example of such a code list is the subject code list for FET subjects, which is defined by the Curriculum Unit of the Department of Basic Education, but is obtainable from the Education Information Officer.

The following code lists are defined by EMIS for use in education data sets. The reference code links the code list table to the description of the entity, as defined in the SC006 *Dictionary of Education Concepts and Terms*.

Reserved code numbers

The following code numbers are reserved and may be used with any code list, if so required:

- Code Number 94 is reserved for the option, 'Not applicable', and may be included in any code list, where required, by the particular data collection.
- Code Number 95 is reserved for the option, 'None', and may be included in any code list, where required, by the particular data collection.
- Code Number 96 is reserved for the option, 'Other', and may be included in any code list, where required, by the particular data collection.
- Code Number 99 is reserved for the option, 'Unknown', and may be included in any code list, where required, by the particular data collection.

Alphabetical index of code list tables

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| Age groups for mortality statistics for educators | 10019 |
| Age groups for mortality statistics for learners | 10019 |
| Assessment body | 10030 |
| Assistive devices for learners with special educational needs | 10200 |
| Availability of assistive devices | 10200 |
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| Education band | 10146/10140/10160 |
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| Educator qualification type | 10312 |
| Ex-Department of Education | 10122 |
| Extra-curricular activities | 10125 |
| Funding type | 10139 |
| Gender | 10144 |

| | |
|-----------------------------------|-------------------------|
| General Education and Training | 10146 |
| Grade | 10149 |
| Intervention school | 10186 |
| Languages | 10193 |
| Language level | 10190 |
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| Learner transfer categories | 10198/9 |
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| Parent/learner relationship | 10266 |
| Personnel categories | 10274 |
| Population group | 10279 |
| Practical status of institution | 10283 |
| Professional non-teaching staff | 10250 |
| Progression status of learners | Legacy Codes |
| Provinces | Definition not required |
| Qualification category | 10311 |
| Qualification type | 10312 |
| Remuneration source | 10322 |
| Reporting status of institution | 10325 |
| Rural/Urban | 10331/10412 |
| School level | 10342 |
| School phases | 10343 |
| School specialisation | 10346 |
| School term | 10347 |
| Section 21 functions | 10353 |
| SNE school specialisation | 10374 |
| Specialised facility | 10377 |
| Staff type | 10379 |
| Stakeholders | 10380 |
| Support staff | 10392 |
| Teaching level | 10398 |
| True/False | Definition not required |
| Yes/No | Definition not required |

Reference code index of code list tables

| Reference code | Table |
|-----------------------|---|
| 10007 | Address types |
| 10019 | Age |
| 10019 | Age enrolment |
| 10019 | Age groups for ECD learners |
| 10019 | Age groups for mortality statistics for educators |
| 10019 | Age groups for mortality statistics for learners |
| 10030 | Assessment body |
| 10038 | Academic barriers to learning |
| 10038 | Barriers to learning |
| 10064 | Combined school |
| 10098 | Duration of appointment |
| 10100 | Accommodation for ECD centres |
| 10122 | Ex-Department of Education |
| 10125 | Extra-curricular activities |
| 10139 | Funding type |
| 10140 | Further Education and Training |
| 10144 | Gender |
| 10146 | General Education and Training |
| 10149 | Grade |
| 10186 | Intervention school |
| 10190 | Language level |
| 10191 | Language of Learning and Teaching |
| 10193 | Languages |
| 10198/9 | Learner transfer categories |
| 10200 | Assistive devices for learners with special educational needs |
| 10200 | Availability of assistive devices |
| 10205 | Legal status of an institution |
| 10229 | Mortality |
| 10235 | National EMIS number |
| 10239 | NQF levels |
| 10242 | Nature of appointment |
| 10250 | Professional non-teaching staff |
| 10257 | Orphan |
| 10262 | Ownership of institution |
| 10263 | Ownership of land |
| 10266 | Parent/learner relationship |
| 10274 | Personnel categories |
| 10276 | Disabilities of educators |
| 10279 | Population group |
| 10283 | Practical status of institution |

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|-------|---------------------------------|
| 10311 | Qualification category |
| 10312 | Qualification type |
| 10322 | Remuneration source |
| 10325 | Reporting status of institution |
| 10342 | School level |
| 10343 | School phases |
| 10346 | School specialisation |
| 10347 | School term |
| 10353 | Section 21 functions |
| 10374 | SNE school specialisation |
| 10377 | Specialised facility |
| 10379 | Staff type |
| 10380 | Stakeholders |
| 10386 | Education subsector |
| 10392 | Support staff |
| 10398 | Teaching level |
| 10420 | Ownership of building |

CODE LIST TABLES

6.1. Academic barriers to learning

Ref. Code: 10038

Table: Ist_LearningBarriers_Academic

Academic difficulties that create learning barriers for mainstream or SNE learners.

| Code | Description |
|------|-----------------------|
| 1 | Reading Difficulties |
| 2 | Numeric Difficulties |
| 3 | Language Difficulties |

6.2. Accommodation for Early Childhood Development centres

Ref. Code: 10100

Table: Ist_AccommodationType

Type of accommodation used by an ECD centre.

| Code | Description |
|------|--------------------------|
| 1 | School |
| 2 | Church |
| 3 | Community Hall or Centre |
| 4 | House |
| 96 | Other |

6.3. Address types**Ref. Code: 10007****Table: Ist_AddressType**

Describes the type of address.

| Code | Description |
|------|------------------|
| 1 | Physical Address |
| 2 | Postal Address |
| 3 | E-mail Address |

6.4. Age**Ref. Code: 10019****Table: Ist_Age**

The age of a learner in years as at the last day of December in the year of the survey.

| Code | Description |
|------|--------------------|
| 1 | 0-3 |
| 2 | 4 Years |
| 3 | 5 Years |
| 4 | 6 Years |
| 5 | 7 Years |
| 6 | 8 Years |
| 7 | 9 Years |
| 8 | 10 Years |
| 9 | 11 Years |
| 10 | 12 Years |
| 11 | 13 Years |
| 12 | 14 Years |
| 13 | 15 Years |
| 14 | 16 Years |
| 15 | 17 Years |
| 16 | 18 Years |
| 17 | 19 Years |
| 18 | 20 Years |
| 19 | 21 Years |
| 20 | 22 Years |
| 21 | 23 Years |
| 22 | 24 Years |
| 23 | 25 Years |
| 24 | 26 Years and Above |
| 96 | Other |

6.5. Age enrolment*Ref. Code: 10019***Table: Ist_Age_Grade1Enrolment**

The learner age of enrolment in Grade 1, as at the first day of January in the year of the survey.

| Code | Description |
|-------------|----------------------|
| 1 | Younger than 5 Years |
| 2 | 5 Years |
| 3 | 6 Years |
| 4 | 7 Years |
| 5 | 8 Years |
| 6 | 9 Years |
| 7 | 10 Years |
| 8 | 11 Years |
| 9 | 12 Years |
| 10 | 12+ Years |

6.6. Age groups used for ECD learners*Ref. Code: 10019***Table: Ist_ECD_AgeGroups**

Different age groupings used in ECD surveys.

| Code | Description |
|-------------|--------------------|
| 1 | 0 - 1 Years |
| 2 | 2 - 3 Years |
| 3 | 4 - 5 Years |
| 4 | 5 and Below |
| 5 | 6 Years |
| 6 | 7 and Above |

6.7. Age groups for mortality statistics for educators*Ref. Code 10019***Table: Ist_MortalityAgeEducators**

Age groups used for educator mortality statistics.

| Code | Description |
|-------------|--------------------|
| 1 | 20-24 |
| 2 | 25-29 |
| 3 | 30-34 |
| 4 | 35-39 |
| 5 | 40-44 |
| 6 | 45-49 |
| 7 | 50-54 |
| 8 | 55 and Older |

6.8. Age groups for mortality statistics for learners*Ref. Code 10019***Table: Ist_MortalityAgeLearners**

Age groups used for learner mortality statistics.

| Code | Description |
|------|----------------|
| 1 | Younger than 3 |
| 2 | 3-5 |
| 3 | 6-9 |
| 4 | 10-14 |
| 5 | 15-19 |
| 6 | 20-24 |
| 7 | 25 and Older |

6.9. Assessment body*Ref. Code: 10030***Table: Ist_ExternalAssessmentAuthority**

Grade 12 examination body.

| Code | Description |
|------|-------------------------------|
| 1 | National Department |
| 2 | Independent Examination Board |
| 96 | Other |

6.10. Assistive devices for learners with special education needs*Ref. Code: 10200***Table: Ist_AssistiveDevices**

Assistive devices used by learners with special educational needs.

| Code | Description |
|------|------------------------------------|
| 1 | Wheelchairs |
| 2 | Crutches |
| 3 | Hearing Aids |
| 4 | Braille Typewriter |
| 5 | Augmentative Communicative Devices |
| 96 | Other |

6.11. Availability of assistive devices

Ref. Code: 10200

Table: Ist_AssistiveDeviceStatus

Indicates the number of available or needed assistive devices at a school.

| Code | Description |
|------|-----------------------|
| 1 | Number That Is In Use |
| 2 | Number That Is Needed |

6.12. Barriers to learning

Ref. Code: 10038

Table: Ist_Disabilities

Disabilities that result in learners experiencing barriers to learning.

| Code | Description |
|------|--|
| 1 | Attention Deficit Disorder |
| 2 | Autistic Spectrum Disorder |
| 3 | Behavioural/Conduct Disorder |
| 4 | Blindness |
| 5 | Cerebral Palsy |
| 6 | Deafness |
| 7 | Deaf-Blindness Disabled |
| 8 | Epilepsy |
| 9 | Hard of Hearing |
| 10 | Mild to Moderate Intellectual Disability |
| 11 | Partially Sighted/ Low vision |
| 12 | Physical Disability |
| 13 | Severely Intellectually Disabled |
| 14 | Specific Learning Disability |
| 15 | Psychiatric Disorder |

6.13. Disabilities of educators

Ref. Code: 10276

Table: Ist_EducatorDisability

Types of disabilities experienced by educators.

| Code | Description |
|------|-------------|
| 1 | Sight |
| 2 | Hearing |
| 3 | Physical |
| 4 | Multiple |
| 5 | Epilepsy |
| 96 | Other |
| 95 | None |

6.14. Duration of appointment**Ref. Code: 10098****Table: Ist_AppointmentDuration**

Indicates daily time period of staff appointments.

| Code | Description |
|------|-------------|
| 1 | Full-time |
| 2 | Part-time |

6.15. Education band**Ref. Code: 10146/10140/10160****Table: Ist_EducationBand**

Broad groupings of education phases in 3 bands or levels.

| Code | Description | Ref. Code |
|------|--------------------------------|------------------------|
| 1 | General Education And Training | Ref. Code 10146 |
| 2 | Further Education And Training | Ref. Code 10140 |
| 3 | Higher Education And Training | Ref. Code 10160 |

6.16. Education subsectors**Ref. Code: 10386****Table: Ist_EducationSubSector**

The different subsectors to which educational institutions belong.

| Code | Description |
|------|--|
| 1 | Early Childhood Development (ECD) |
| 2 | Ordinary School (OS) |
| 3 | Adult Basic Education and Training (ABET) |
| 4 | Further Education and Training College (FET) |
| 5 | Higher Education (HE) |
| 6 | Special Needs Education (SNE) |

6.17. Educator qualification type**Ref. Code: 10312****Table: Ist_Qualification**

The type of qualification of an educator.

| Code | Description |
|------|----------------------------------|
| 1 | Professional Diploma/Certificate |
| 2 | Academic degree |
| 3 | Professional degree |
| 4 | Technical Diploma/Certificate |

6.18. Ex-Departments of Education*Ref. Code: 10122***Table: Ist_ ExDepartment**

Previous education departments prior to 1994.

| Code | Description |
|-------------|---|
| 1 | Bophuthatswana (Bop) |
| 2 | Cape Education Department (CED) |
| 3 | Ciskei |
| 4 | Department of Education and Training (DET) |
| 5 | Free State Education Department |
| 6 | Gazankulu |
| 7 | House of Assembly (HOA) |
| 8 | House of Delegates (HOD) |
| 9 | House of Representatives (HOR) |
| 10 | Independent |
| 11 | Kangwane |
| 12 | Kwandebele |
| 15 | Lebowa |
| 16 | New Education Department (Rename To Current Province) |
| 18 | Transkei |
| 19 | Transvaal Education Department (TED) |
| 20 | Venda |

6.19. Extra-curricular activities*Ref. Code: 10125***Table: Ist_ ExtraCurricularActivities**

Cultural, artistic, sport and technical-scientific activities, which take place outside the school's normal timetable, provided by the school for learners.

| Code | Description |
|-------------|--------------------|
| 1 | Dance |
| 2 | Drama |
| 3 | Music |
| 4 | Choir |
| 5 | Visual Arts |
| 6 | Athletics |
| 7 | Chess |
| 8 | Cricket |
| 9 | Hockey |
| 10 | Net Ball |
| 11 | Softball |
| 12 | Soccer |
| 13 | Rugby |
| 14 | Tennis |
| 15 | Volley-ball |
| 16 | Water sport |

| | |
|----|----------------------|
| 17 | Debating Society |
| 18 | Boxing |
| 19 | Karate |
| 20 | Clay-pigeon Shooting |
| 21 | Drum Majorettes |
| 22 | Special Olympics |
| 23 | Swimming |
| 24 | Para-Olympics |
| 96 | Other |

6.20. Funding type*Ref. Code: 10139***Table: Ist_FundingSector**

The funding sector to which an institution belongs.

| Code | Description |
|------|----------------|
| 1 | Public |
| 2 | Independent |
| 3 | Home Education |

6.21. Gender*Ref. Code: 10144***Table: Ist_Gender**

| Code | Description |
|------|---------------------|
| 1 | Male |
| 2 | Female |
| 3 | Gender not surveyed |

6.22. Grade*Ref. Code: 10149***Table: Ist_Grades**

Grades used in the ordinary school sector.

| Code | Description |
|------|-------------|
| 1 | Pre-Gr. R |
| 2 | Gr. R |
| 3 | Gr. 1 |
| 4 | Gr. 2 |
| 5 | Gr. 3 |
| 6 | Gr. 4 |
| 7 | Gr. 5 |
| 8 | Gr. 6 |

| | |
|----|--------|
| 9 | Gr. 7 |
| 10 | Gr. 8 |
| 11 | Gr. 9 |
| 12 | Gr. 10 |
| 13 | Gr. 11 |
| 14 | Gr. 12 |

6.23. Intervention school**Ref. Code: 10186****Table: Ist_InterventionSchoolType**

The different programmes of special interventions for schools.

| Code | Description |
|------|-----------------|
| 1 | Dinaledi |
| 2 | Nodal |
| 3 | QIDS-UP |
| 4 | e-Education |
| 5 | Sport school |
| 6 | FOCUS school |
| 7 | Museum school |
| 8 | Music school |
| 9 | Hospital school |

6.24. Languages**Ref. Code: 10193****Table: Ist_Languages**

List of the official languages of South Africa.

| Code | Description |
|------|-----------------------------|
| 1 | Afrikaans |
| 2 | English |
| 3 | isiNdebele |
| 4 | Sepedi |
| 5 | Siswati |
| 6 | Xitsonga |
| 7 | Tshivenda |
| 8 | Setswana |
| 9 | isiXhosa |
| 10 | isiZulu |
| 11 | Sesotho |
| 12 | South African Sign Language |
| 96 | Other |

6.25. Language level*Ref. Code: 10190***Table: Ist_LanguageLevel**

The level of instruction of the language taken as a subject.

| Code | Description |
|------|----------------------------------|
| 1 | Primary Language (Home Language) |
| 2 | Additional Language |
| 3 | First Additional Language |
| 4 | Second Additional Language |

6.26. Language type*Ref. Code: 10165/10191/10284***Table: Ist_LanguageType**

The type of language data being captured by a particular table.

| Code | Description | |
|------|-----------------------------------|------------------------|
| 1 | Home Language | <i>Ref. Code 10165</i> |
| 2 | Language of Learning and Teaching | <i>Ref. Code 10191</i> |
| 3 | Preferred language of instruction | <i>Ref. Code 10284</i> |

6.27. Learner transfer categories*Ref. Code: 10198/9***Table: Ist_TransferCategory**

Categories of learner transfers between schools and provinces.

| Code | Description |
|------|--|
| 1 | Learners Who Were At Another School In The Same Province |
| 2 | Learners Who Were At A School In Another Province |
| 3 | Learners Who Were Not At Any School The Previous Year |
| 4 | Number Of Transfers From This School To Another School |

6.28. Legal status of an Institution*Ref. Code: 10205***Table: Ist_LegalStatus_of_Institution**

Describe the legal status of an institution.

| Code | Description |
|------|-----------------|
| 1 | Not Yet Opened |
| 2 | Formally Opened |
| 3 | Formally Closed |

6.29. Mortality**Ref. Code: 10229****Table: Ist_CauseDeath**

The causes of death of learners and educators.

| Code | Description |
|------|-----------------------|
| 1 | Illness |
| 2 | Accident |
| 3 | Suicide |
| 4 | Violence and Homicide |
| 5 | Unknown |
| 96 | Other |

6.30. National EMIS numbers**Ref. Code: 10235****Table: Ist_NatEMISNumbers**

The range of the unique national EMIS number assigned to each institution.

| Code | Description |
|-----------------------|----------------------------|
| 1 - 99999999 | National institutions |
| 100000000 - 199999999 | Western Cape EMIS numbers |
| 200000000 - 299999999 | Eastern Cape EMIS numbers |
| 300000000 - 399999999 | Northern Cape EMIS numbers |
| 400000000 - 499999999 | Free State EMIS numbers |
| 500000000 - 599999999 | KwaZulu-Natal EMIS numbers |
| 600000000 - 699999999 | North West EMIS numbers |
| 700000000 - 799999999 | Gauteng EMIS numbers |
| 800000000 - 899999999 | Mpumalanga EMIS numbers |
| 900000000 - 999999999 | Limpopo EMIS numbers |

6.31. Nature of appointment**Ref. Code: 10242****Table: Ist_Nature_of_Appointment**

The nature of appointment of educators and public service staff.

| Code | Description |
|------|-------------|
| 1 | Permanent |
| 2 | Temporary |
| 3 | Substitute |
| 4 | Contract |

6.32. NQF levels*Ref. Code: 10239***Table: Ist_NQFLevels**

The levels used in the FET sector.

| Code | Description |
|------|---------------------------|
| 1 | NQF Level 1 |
| 2 | NQF Level 2 |
| 3 | NQF Level 3 |
| 4 | NQF Level 4 |
| 5 | NQF Level 5 |
| 6 | NQF Level 6 |
| 7 | NQF Level 7 |
| 8 | NQF Level 8 |
| 9 | Non-Nated Programmes/Abet |
| 96 | Other |

6.33. Orphan*Ref. Code: 10257***Table: Ist_Orphan**

Indicates which parent of a learner is deceased.

| Code | Description |
|------|-----------------------|
| 1 | Mother only deceased |
| 2 | Father only deceased |
| 3 | Both parents deceased |

6.34. Ownership of building*Ref. Code 10420***Table: Ist_OwnershipType**

The legal owner of the buildings of an institution.

| Code | Description |
|------|------------------------|
| 1 | State or Government |
| 2 | Church |
| 3 | Mine |
| 4 | Farm |
| 5 | Hospital |
| 6 | Trust |
| 7 | Company |
| 8 | Private Individual |
| 9 | Factory |
| 10 | Public on Private Land |
| 11 | Home |
| 96 | Other |

6.35. Ownership of institution**Ref. Code: 10262****Table: Ist_InstitutionOwnership**

Indicates whether the institution is publicly or privately owned.

| Code | Description |
|------|---------------------|
| 1 | Public (Government) |
| 2 | Private |

6.36. Ownership of land**Ref. Code: 10263****Table: Ist_OwnerLand**

Describes the ownership of the institution in relation to the ownership of the land.

| Code | Description |
|------|---|
| 1 | Public Institution on State Property |
| 2 | Public Institution on Private Property |
| 3 | Private Institution on Private Property |

6.37. Parent/Learner relationship**Ref. Code: 10266****Table: Ist_ParentLearnerRelationship**

Describes the relationship of the learner with the responsible adult.

| Code | Description |
|------|----------------|
| 1 | Father |
| 2 | Mother |
| 3 | Both Parents |
| 4 | Foster Parent |
| 5 | Grandparent |
| 6 | Legal Guardian |
| 96 | Other |

6.38. Personnel categories**Ref. Code 10274****Table: Ist_PersonnelCategory**

The personnel categories of educators.

| Code | Description |
|------|-------------------|
| 1 | Principal |
| 2 | Deputy Principal |
| 3 | HOD |
| 4 | Educator |
| 5 | SNE Educator |
| 6 | Remedial Educator |
| 96 | Other |

6.39. Population group*Ref. Code: 10279***Table: Ist_PopulationGroup**

Describe the population group of a person.

| Code | Description |
|------|---------------|
| 1 | Black/African |
| 2 | Coloured |
| 3 | Indian |
| 4 | White |
| 96 | Other |

6.40. Practical status of institution*Ref. Code: 10283***Table: Ist_PracticalStatus_of_Institution**

The operational status of an institution, as used in the master list of institutions.

| Code | Description |
|------|---|
| 1 | Planned or Proposed |
| 2 | Submitted to Treasury: Pre-approval stage |
| 3 | Plan Approved |
| 4 | Under Construction |
| 5 | Pending Open |
| 6 | Operational |
| 7 | Pending Closed |
| 8 | Closed |
| 9 | Status not known |

6.41. Professional non-teaching staff*Ref. Code: 10250***Table: Ist_Professional_NonteachingStaff**

Personnel who are classified as paramedics, social workers, caregivers, therapists and psychologists.

| Code | Description |
|------|---------------|
| 1 | Caregiver |
| 2 | Paramedic |
| 3 | Social Worker |
| 4 | Therapist |
| 5 | Psychologist |

6.42. Progression status of learners*Legacy Table***Table: Ist_ProgressionStatus**

Progression status of a learner in any given academic year.

| Code | Description |
|------|-----------------------------------|
| 1 | Dropped Out |
| 2 | Not Promoted in The Previous Year |
| 3 | Repeating The Current Year |
| 4 | Passed The Previous Year |

Ref. Code 10323

6.43. Provinces**Table: Ist_Provinces**

Describe the province where the institution is situated.

| Code | Description |
|------|---------------|
| 1 | Western Cape |
| 2 | Eastern Cape |
| 3 | Northern Cape |
| 4 | Free State |
| 5 | KwaZulu-Natal |
| 6 | North West |
| 7 | Gauteng |
| 8 | Mpumalanga |
| 9 | Limpopo |
| 10 | National |
| 99 | Unknown |

6.44. Qualification category**Ref. Code: 10311****Table: Ist_REQVLevel**

Classification of qualifications according to the Relative Education Qualification Value (REQV) level. The REQV is a relative value attached to an education qualification, determined primarily on the basis of the number of recognised, prescribed, full-time professional or academic years of study at an approved university, technikon or university of technology, taking into account the level of school education attained.

| Code | Description |
|------|---|
| 1 | 10 - Grade 12 or lower without a teaching qualification |
| 2 | 11 - Grade 8, 9, 10, 11 plus *two years apposite training |
| 3 | 12 - Grade 12 plus *two years apposite training |
| 4 | 13 - Grade 12 plus *three years apposite training |
| 5 | 14 - Grade 12 plus *four years apposite training |
| 6 | 15 - Grade 12 plus *five years apposite training |
| 7 | 16 - Grade 12 plus *six years apposite training, having completed a recognised university degree |
| 8 | 17 - Grade 12 plus *seven years apposite training, in possession of at least a recognised master's degree |
| 9 | 99 - Without matric and no training at all |

6.45. Remuneration source**Ref. Code: 10322****Table: Ist_RemunerationSource**

The source of remuneration for a particular staff member.

| Code | Description |
|------|-----------------------------|
| 1 | State |
| 2 | School Governing Body (SGB) |
| 3 | Private Donor |
| 96 | Other |

6.46. Reporting status of institution*Ref. Code: 10325***Table: Ist_ReportingStatus_of_Institution**

This indicates whether the Department of Education expects the institution to submit data in response to a survey.

| Code | Description |
|------|-----------------------------|
| 1 | Expected to Submit Data |
| 2 | Not Expected to Submit Data |

6.47. Rural and Urban*Ref. Code 10331/10412***Table: Ist_UrbanRural**

Describe the area of an institution.

| Code | Description |
|------|------------------------------|
| 1 | Rural <i>Ref. Code 10331</i> |
| 2 | Urban <i>Ref. Code 10412</i> |

6.48. School Level*Ref. Code: 10342***Table: Ist_SchoolLevel**

The level of education offered by a school, based on the grades offered at the school.

| Code | Description |
|------|----------------------------------|
| 1 | Primary <i>Ref. Code 10289</i> |
| 2 | Secondary <i>Ref. Code 10350</i> |
| 3 | Combined <i>Ref. Code 10064</i> |

6.49. School phases*Ref. Code 10343***Table: Ist_SchoolPhases**

The education phases within an ordinary school.

| Code | Description |
|------|------------------------------|
| 1 | Foundation (Grades R to 3) |
| 2 | Intermediate (Grades 4 to 6) |
| 3 | Senior (Grades 7 to 9) |
| 4 | FET (Grades 10 to 12) |

6.50. School specialisation*Ref. Code: 10346***Table: Ist_SchoolSpecialisation**

Indicates the area that the school curriculum is focused on.

| Code | Description |
|------|--------------|
| 1 | Agricultural |
| 2 | Drama |
| 3 | Music |
| 4 | Art |
| 5 | Ballet |
| 6 | Commercial |
| 7 | Technical |
| 8 | Sport |

6.51. School term*Ref. Code: 10347***Table: Ist_SchoolTerm**

Any one period into which a particular school year is divided for tuition purposes.

| Code | Description |
|------|-------------|
| 1 | First term |
| 2 | Second term |
| 3 | Third term |
| 4 | Fourth term |

6.52. SNE school specialisation*Ref. Code: 10374***Table: Ist_SNESpecialisationArea**

The primary barrier to learning under which the school is registered.

| Code | Description |
|------|---|
| 1 | Visual Impairment |
| 2 | Hearing Impairment |
| 3 | Intellectual Barrier to Learning |
| 4 | Physical Barrier to Learning |
| 5 | Communication Disorders |
| 6 | Autistic Spectrum Disorders |
| 7 | Neurological and Specific Learning Disabilities |
| 8 | Behavioural Problems |
| 96 | Other |

6.53. Specialised facility*Ref. Code 10377***Table: Ist_SpecialisedFacility**

A facility that does not enrol learners itself, but that provides specialist facilities for educational institutions.

| Code | Description |
|------|----------------------------|
| 1 | Workshop |
| 2 | Museum School |
| 3 | Library |
| 4 | Art School |
| 5 | Music School |
| 6 | Teacher Development Centre |
| 7 | Environmental Centre |
| 8 | Sports Centre |

6.54. Staff type*Ref. Code: 10379***Table: Ist_StaffType**

The employee types within the Department of Education.

| Code | Description |
|------|---------------------------------|
| 1 | Educator |
| 2 | Practitioner |
| 3 | Professional non-teaching staff |
| 4 | Administrative staff |
| 5 | Support staff |
| 6 | Hostel staff |

6.55. Stakeholders*Ref. Code: 10380***Table: Ist_Stakeholder**

An organisation or body with a direct and continuing interest in the educational institution, programme, phase or sector in question.

| Code | Description |
|------|----------------|
| 1 | Parent |
| 2 | Educator |
| 3 | Learner |
| 4 | Union |
| 5 | General public |

6.56. Support staff*Ref. Code: 10392***Table: Ist_SupportStaff**

The categories of support staff members.

| Code | Description |
|-------------|----------------------------|
| 1 | Caretaker |
| 2 | Cleaner |
| 3 | Gardener |
| 4 | Kitchen Staff |
| 5 | Laboratory Assistant |
| 6 | Messenger |
| 7 | Pre-primary Assistant |
| 8 | Grade R Assistant |
| 9 | Academic Support |
| 10 | Student Support |
| 11 | Human Resources Management |
| 12 | Financial Management |
| 13 | Administration |
| 14 | Maintenance |
| 15 | Security |
| 16 | Registrar |
| 17 | Clerk |
| 18 | Driver |
| 19 | Health Professionals |
| 20 | Hostel Staff |

6.57. Teaching level*Ref. Code: 10398***Table: Ist_EducatorTeachingLevel**

The level at which an educator teaches.

| Code | Description |
|-------------|--------------------|
| 1 | Pre-Grade R |
| 2 | Grade R |
| 3 | Primary |
| 4 | Intermediate |
| 5 | Secondary |
| 6 | Remedial / Special |
| 96 | Other |

6.58. Yes and No answers or True and False**Table: Ist_YesNo**

Yes/No answer fields or True/False fields.

| Code | Description |
|------|----------------|
| 1 | Yes / True |
| 2 | No / False |
| 94 | Not Applicable |

6.59. Section 21 functions*Ref. Code: 10353***Table: Ist_Section 21 functions**

The functions that a school SGB has permission to perform.

| Code | Description |
|------|---|
| 1 | Maintain and improve the school's property, and buildings and grounds occupied by the school, including school hostels |
| 2 | Determine the extra-mural curriculum of the school and the choice subjects of the school options in terms of provincial curriculum policy |
| 3 | Purchase textbooks, educational materials or equipment of the school |
| 4 | Pay for services to the school |
| 5 | Provide an adult based education and training class or centre subject to an applicable law |
| 6 | Other functions consistent with Schools Act and any applicable provincial law |